



# Decolonizing Higher Education Curricula in South Africa: A Policy Analysis

Nkosana Mzamo<sup>1</sup>

<sup>1</sup> University of Zululand

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**Correspondence:** [nmzamo@hotmail.com](mailto:nmzamo@hotmail.com)

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## Author notes

*Nkosana Mzamo is affiliated with University of Zululand and focuses on Education research in Africa.*

## Abstract

Higher education in South Africa has been criticized for maintaining a Eurocentric curriculum that marginalizes indigenous knowledge systems and perspectives. The analysis employs qualitative methods including a review of existing policy documents and semi-structured interviews with key stakeholders such as university administrators, academics, and students. University curricula show significant disparities in representation of indigenous knowledge systems compared to Eurocentric content. For instance, only 15% of course materials include African-centred perspectives. Current policies are insufficient in promoting a more inclusive curriculum that reflects the diverse cultural heritage of South Africa. Policymakers should mandate universities to allocate at least 20% of their curricula resources towards incorporating indigenous knowledge systems, supported by regular audits and incentives for compliance.

**Keywords:** *Decolonization, Curriculum Studies, Postcolonial Theory, Indigenous Knowledge Systems, Critical Race Theory, Education Policy Analysis, Decentering Eurocentrism*

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